

	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
<u>Painting</u>	<p>Explore using body parts and paint brushes</p> <p>Identify colours</p>	<p>Explore using rollers and sponges to paint with</p> <p>Explore what happens when you mix primary colours</p>	<p>Select colours with a purpose</p> <p>Select tools to paint</p> <p>Show different emotions painting</p>	<p>Explore using tools to paint with e.g. brush, roller and sponge.</p> <p>Begin to use a paint brush accurately</p> <p>Continue to develop colour mixing</p>	<p>Self-select tools linked to purpose</p> <p>Develop paint brush grip with increasing accuracy</p> <p>Explore different types of paint e.g. powder and water colour</p> <p>Continue to develop colour mixing</p>	<p>Accurately use a paint brush using correct grip</p> <p>Self-select different types of paint fit for purpose</p> <p>Continue to develop colour mixing to be able to match a colour they see to what they want to create</p>
<u>Vocabulary</u>	Colour, paint brush, try, blue, yellow, red	Tools, mix, Sponge, roller	Feelings, choose	Colour, paint brush, tools, sponge, grip, mix	Water colour, powder paint, ready mix paint	Match, technique
<u>Colour/ pattern/ texture/ shape</u>	Recognise and name a range of colours	Experiment to create different textures e.g. mixing materials and paint or glue.	Begin to use simple objects and paint to print ABA patterns.	<p>Recognise and name primary and secondary colours.</p> <p>Know how to mix primary colours to make secondary colours</p>	<p>Know how to make colours lighter and darker.</p> <p>Continue to develop knowledge of how to mix primary</p>	<p>Select specific textures to represent things.</p> <p>Continue to develop knowledge of how to mix primary</p>

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				Select specific textures to represent things.	colours to make secondary colours	colours to make secondary colours Recognise and create different patterns e.g. AABC using loose parts
<u>Vocabulary</u>	Primary colour, black, white,	Mix, Smooth, rough, gloopy, lumpy	Pattern, repeating pattern, print	Texture, primary colour, secondary colour, colour names	Lighter, darker, shade	AB/ABC pattern
<u>Drawing and line</u>	Create a closed shape and begin to relate these to objects Draw with increase complexity and detail e.g. representing a face	Show different emotions in drawing Explore using drawing to represent ideas like movement or noise	Use drawing to represent ideas like movement or noise	When drawing themselves include facial features/ body parts Experiment with felt-tips, colour pencils and chalk	Experiment with felt-tips, colour pencils chalk and crayon/pastels Create depth of line	Draw with increasing accuracy Draw with increasing observation Experiment with HB pencil, felt-tips, colour pencils, crayon/pastels and chalk Create depth of line
<u>Vocabulary</u>	Draw, lines, pencil, chalk, felt-tips, Shape,	happy, sad, angry, emotions, feelings	wavy, straight,	Draw, shape, line, detail	Light, dark, thin thick,	Observe

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<u>Sculpting</u>	Explore playdough and begin to sculpt ideas Talk about what they have made	Explore plasticine and begin to sculpt ideas Begin to use key vocabulary to describe that they have made	Use play dough and plasticine to sculpt specific ideas Develop use of vocabulary to explain and describe what they have made	Explore sculpting with playdough, plasticine, and clay Develop use of vocabulary to explain and describe what they have made	Sculpt with playdough, plasticine, and clay to create a specific idea Begin to use correct vocabulary to describe process	sculpting with paper mache, playdough, plasticine, and clay to create a specific idea use correct vocabulary to describe process
<u>Vocabulary</u>	Play dough, roll, ball, pat	Plasticine, squash, squeeze	Pull, push	Plasticine, Play dough, clay, squash, squeeze, pull, push	Twist, stretch, flatten	Paper mache
<u>Artists/ Wider concepts</u>	Talk about colours and shapes in different pieces of art.	Know what an artist is Know that illustrators are artists Know what an art show is	Name an artist Express simple likes and dislikes about art and why they think or feel this.	Name an artist Express opinions about different art and justify their opinions	Name an artist Talk about colours, shapes, patterns and textures in different art.	Name an artist Know what an art gallery is
<u>Vocabulary</u>	Simple shape names e.g, square, circle and colours	Illustrator, artist, art show,	Dislike, like,	Artist, opinion, because	Texture, pattern, shape	Art gallery

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<u>Discussion and evaluation</u>	<p>Say what they have made</p> <p>Use increasingly accurate vocabulary to name what they have used</p>	<p>Talk about the colours they have used and why</p> <p>Say what they like about their creation</p> <p>Say what was difficult about their creations</p>	<p>Begin to talk to others about and share their creations with increasingly more interest in what others have done. E.g. I like... because</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Share creations explaining the process they have used e.g. colour using mostly accurate vocabulary.</p> <p>Say what works well/ why they are proud</p>	<p>Return to and build upon their previous learning refining ideas and developing their ability to represent them.</p> <p>Say what they might do to make it even better</p>
<u>Vocabulary</u>	Colour, tool,	Hard, easy, enjoyed, favourite, plus colour language	Because	Materials, idea	Proud, fixing,	Better